

From Concept to Concrete: the Shaping of a College

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Crafton Hills College

TENCENNIAL

Excellence Through The Years

***From Concept to Concrete:
The Shaping of a College***

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Arthur Commercial Press, Redlands, California

ACKNOWLEDGEMENT

Crafton Hills College gratefully acknowledges the support of the Community Education Foundation whose generosity has made possible the publication of this history of the college.

The Community Education Foundation is a philanthropic corporation founded by the San Bernardino Valley Independent Insurance Agents Association of California. Members of the Community Education Foundation are listed on Page 28.

INCEPTION

As early as 1947, the San Bernardino Community College District (then known as the San Bernardino Valley Joint Union Junior College District) came to a decision that made the formation of a second campus a sure thing. It was the time of the great influx of war veterans to the colleges and universities of the nation, and San Bernardino Valley College was feeling the surging pressure of the flood of students against inadequate facilities. The College had been established in 1927 on 30 acres of land between San Bernardino and Colton — a campus that 20 years later suddenly began to look very small indeed. Other junior colleges, like neighboring Chaffey College, feeling the same pressures, decided to abandon their old buildings, often set on small portions of high-school grounds, and to build anew on larger acreages in rural areas. Such land was cheaper than urban property and much more available. Valley College was faced with the same decision, but the Board of Trustees, with Dr. John L. Lounsbury, then President of the Colleges and Superintendent of the District, chose not to move but to build new facilities on the old campus. And a building program was initiated, beginning with the Engineering Building, now called North Hall. The program continued for several years and was reaching its final stages during the construction of Crafton Hills College.

As Valley College continued to grow and as new facilities were erected, the campus seemed crowded. In 1955 the Board established a ceiling of 5,000 full-time students as optimum size for the college campus. But in order to accommodate that maximum, Valley College had to expand. Thus it was that in 1959 and 1960 the Board purchased a belt of land and residences around three sides of the old campus, increasing the original 30 acres to 83. The land proved to be expensive, but more space was essential. Its acquisition would allow the College to grow to its optimum size. The cost of the land, good residential property, made it even clearer to almost everyone that eventually it would be necessary to establish a second campus and even, perhaps, a third one.

Also in 1959 the Board adopted a master plan for the District that explored the possibility of the building of a second campus in the early 1970's. Just two years later President Herman J. Sheffield proposed to the Board that it begin looking for a suitable parcel of land of about 150 acres on which to build a new college. He also suggested, as an alternative to a single large campus, the purchase of several mini-campuses on which the Board would establish small educational facilities. This was Dr. Sheffield's ideal of "satellite campuses." These educational "satellites" would be set up in outlying population centers

District, in such places as Patton and Highland for example, and courses could be offered in accordance with the demands of the students. The idea made it possible to bring the College to the neighborhoods of the District. It was a great deal of interest as its possibilities expanded. Not only could centers be set up in outlying areas, but they could also be established in large areas, in San Bernardino itself, for example. Small centers, set up in urban neighborhoods, would offer courses to residents who very likely would travel to Valley College's campus to take courses. Mr. J. W. McDaniel named such centers "storefront campuses."

In a sense, Valley College had set up something like satellites in the 1950's as courses were presented at Victorville and Barstow. So successful were these courses that out of them eventually grew the community colleges in both these towns. But even though the concept was receiving favorable attention at Valley College's campus, it was finally set aside. Because of other pressures in the District, the Board decided to work toward a second campus. In 1963 a law was passed by the State Legislature requiring every school district, either unified or independent high school, to become a part of a junior-college district. There were several non-aligned high schools sending students to Valley, the largest of which was Redlands. Shortly after the law went into effect, Valley College asked Redlands, Yucaipa, and Bear Valley to enter the Junior College District. Late in 1965 the voters of Redlands and Yucaipa approved joining San Bernardino Valley College. The following year Needles High School asked to be added into the District, and in 1967 its entry was approved by the voters of Needles. Thus the Junior College District was completed by the addition of Redlands, Yucaipa, Bear Valley, and Needles.

The annexation of the largest non-aligned district, Redlands, was not without its influence. Even before the elections, when it appeared likely that Redlands and Yucaipa would vote to join Valley College, the opinion was being spread that the proper place for the second college would be the eastern part of the newly-formed Junior College District. It is probably true that this opinion had its effect on the outcome of the election. It is also true that the election legitimized the decision to find land in the Redlands-Yucaipa area and to set developing plans for a new college. By 1966 the project was moving. Future Crafton Hills College was on its way to becoming a reality.

SEARCH FOR A SITE

The formal admission of Yucaipa and Redlands to the District answered the question where the second campus should be located. Early on, views had been expressed that perhaps it should be built in the western part of the District, but now attention shifted eastward, and plans were made to develop the "East Campus." President Sheffield, after some thought, recommended to the Board that the search for a site be conducted within an area bounded on the east by Bryant Street, on the north by the Santa Ana River, on the west by Orange Street, and on the south by the I-10 Freeway. He also suggested that the site should contain at least 125 acres. Once Dr. Sheffield's recommendations were made public, the Board quickly received 14 offers of possible sites. The Board thereupon authorized Dr. Sheffield to review all of them. He appointed a select committee for site review, among whose members were Dr. Ray Ellerman, then vice-president for business; J. W. McDaniel, to become acting president on November 1, 1966, effective date of Dr. Sheffield's resignation; Board President Carleton Lockwood; Dr. Paul Allen, professor of history at Valley College; and Donald W. Hunt, member of the Yucaipa Board of Education, later member of the district Board of Trustees, and one of the most interested and helpful proponents of the "East Campus." This committee reduced the 14 sites to four, each of which had its own particular virtue of location and terrain and ease of construction and perhaps even of price.

However, of the four, one had an advantage the others could not match. It had been offered as a donation to the District from two philanthropic brothers, Lester and Ruben Finkelstein of Los Angeles. It was a parcel of land, 163 acres large, located north of Yucaipa Boulevard between Fourteenth Street and Sand Canyon Road and running north into the Crafton Hills. It was dramatically situated with slopes rising from Yucaipa Boulevard. At first the architects did not like it, but later examination of the ridges running east and west through the site brought out interesting architectural possibilities. From the ridges one could see Yucaipa to the east and a great expanse of the valley to the west. The sharp-eyed, in fact, claimed they could see Valley College.

The offer of the land came as the result of extended efforts made by President Sheffield. He had learned some time before that Lester and Ruben Finkelstein, through their Finkelstein Foundation, had donated 135 acres of land along Yucaipa Boulevard for the building of Yucaipa High School. They also had donated land for the use of the Yucaipa Boy Scouts and for the development of a Little League ball park.

At the same time, Dr. Sheffield learned that the Finkelsteins, under the leadership of their L and R Cattle Company, owned the land on Yucaipa Boulevard west of the high school. He was acquainted with this land, having ridden it, and envisioned it as a very likely location for a new campus. He discussed the possibilities in a series of conversations with Mr. Merryl Powell, then Superintendent of Yucaipa Schools, and Dr. Roy C. Hill, San Bernardino County Superintendent of Schools. Through them, he became acquainted with the Finkelstein brothers, and over a period of two years the three became friends. He learned of their philanthropic interests and discovered that Ruben was especially interested in education. Together they rode over the land in question and reviewed it as a possible site for a new college.

Dr. Sheffield invited Lester and Ruben Finkelstein to visit the campus of San Bernardino Valley College. He explained the educational programs and pointed out the great possibilities of the then new and already active television program. He showed that television programs could be easily extended to a colony on the Finkelstein property because signals could be beamed straightaway without any hindrance from obstructions.

Lester and Ruben were businessmen from Los Angeles with large interests in real estate and investments. They had operated, for some time, a steel and rolling mill, in which they reclaimed metals. During the war, they had been a major supplier to Kaiser Steel Mill. During the early 1950's, Lester Finkelstein and his brother purchased a home in Yucaipa with the intention of using it as a weekend retreat. He became familiar with Yucaipa and grew interested in property, especially a large piece of land north of Yucaipa Boulevard and east of Sand Canyon Road. Eventually he and his brother purchased it, about 640 acres, and started running cattle on it for their L and R Cattle Company. It was a going concern with irrigated pasture land just below the place where the college now stands. With the passage of time, however, their interest in philanthropy appeared to outpace their interest in business. Lester Finkelstein had been quoted as saying that his hobby was "making money and giving it away," and his brother Ruben had always been interested in education. After their donation of land to the Yucaipa School District, to the Boy Scouts, and to Little League, their friendship with Dr. Sheffield turned their attention to the possibility of a donation of more land to the College District on which to build the projected Campus. As the District plans crystallized and the decision was made to establish a college within the area encompassing Redlands and Yucaipa, the Finkelstein brothers made their offer of 163 acres.

After a careful review of the four sites recommended by the selection committee, the Board of Trustees decided to accept the land offered by Lester and Ruben Finkelstein. Formal acceptance occurred during the Board meeting of December 16, 1966. Dr. Sheffield reported to the Board that the District had made an offer "of 163 acres of property by the L and R Cattle Company to be donated to the District for a second campus, and after considering the architects' recommendation, and reviewing the best information available to the water and soil, and after the Board members had physically visited each site heretofore

offered, it was his belief that the Board of Trustees of San Bernardino Valley College District would best serve the interests of the taxpayers and the educational needs of the people if it would accept the gift of the second campus site and formally sign the acceptance with the Finkelstein brothers, who were in attendance."

The Board thereupon unanimously approved the adoption of the following resolution:

RESOLVED that the Board of Trustees on behalf of the San Bernardino Valley Joint Union Junior College District accept the gift of approximately 163 acres of land from the Finkelstein Foundation and the L and R Cattle Company, as tendered by Lester and Ruben Finkelstein, and

BE IT FURTHER RESOLVED that as the first increment, it does accept approximately 30 acres of land from the Finkelstein Foundation, and approximately 30 acres of land from the L and R Cattle Company prior to December 31, 1966, and further, before December 31, 1967, it will accept title to the remainder of the acreage of approximately 103 acres from the L and R Cattle Company; and

BE IT FURTHER RESOLVED, that the Board of Trustees expresses the sincerest possible appreciation on behalf of college personnel, and citizens of the District for this generous and substantial gift, which will do much to contribute to the educational development of the youth of the college community and the welfare of the college district.

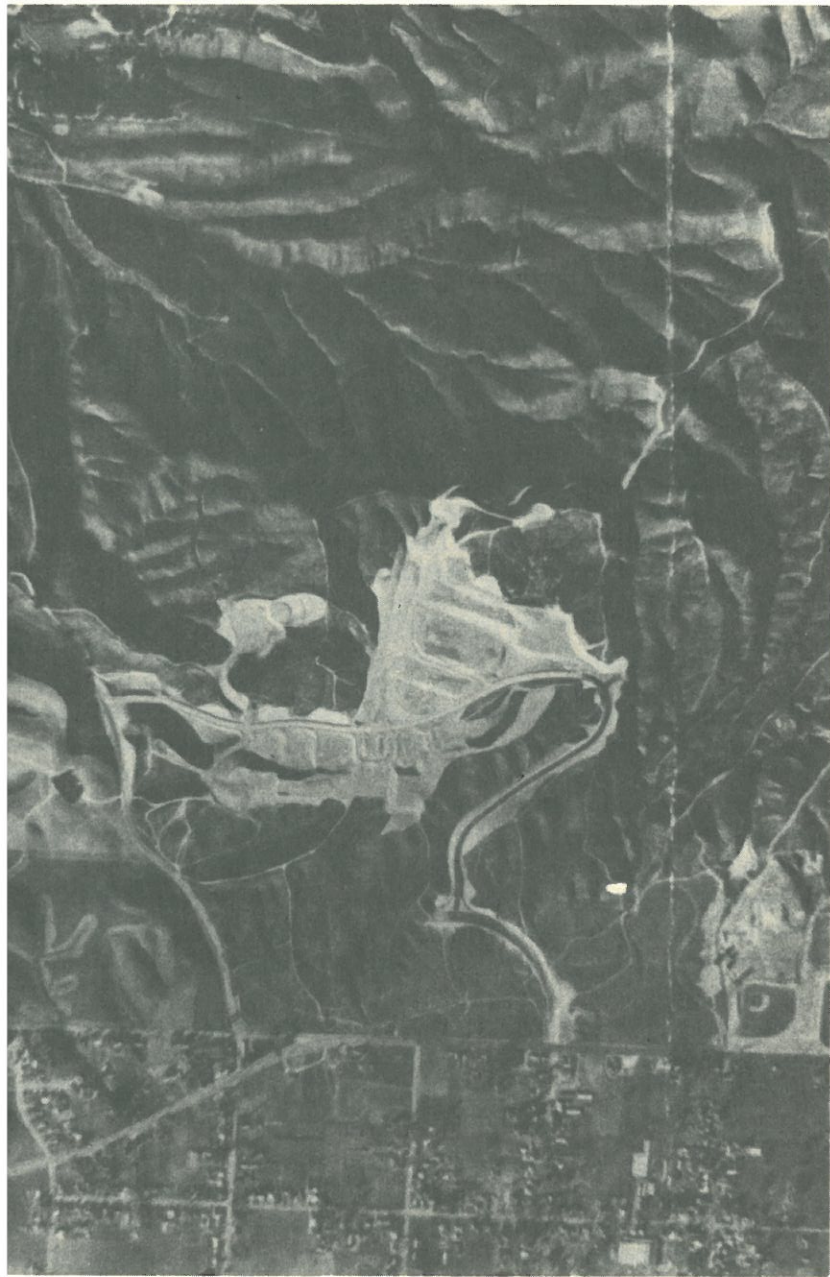
After that, the Board "gathered for filming of the formal presentation" and called a 15-minute recess for press interviews. It was a big moment.

But the ceremonies were not yet over. At its meeting on December 13, 1966, the Board found it necessary to make formal acceptance of the deeds to this gift of land. It did so by unanimously adopting another resolution:

BE IT RESOLVED that the deeds executed by the Finkelstein Foundation and L and R Cattle Company to the San Bernardino Valley Joint Union Junior College District, and the same are hereby accepted for and on behalf of said school district.

BE IT FURTHER RESOLVED that a copy of this resolution be attached to each deed and that the same be recorded in the office of the County Recorder of the County of San Bernardino, State of California.

The district had the land. It was time to do something with it.



ROADS AND HONDA TRAILS laced the present site of the site of Crafton College as late as September, 1966. This aerial photograph shows curving Canyon Road in the foreground and the college site before construction

THE ARCHITECTS

When the Board of Trustees saw just after World War II that Valley College was faced with an extensive building program, it employed the services of Poper and Jones, architects from Long Beach. They worked in partnership with Jerome Armstrong, an architect from San Bernardino. Their first work, finished in 1947, was the building now called North Hall. Thereafter, the architects were continually busy designing and supervising the construction of buildings until Valley College arrived at its present appearance. This activity carried them up to and beyond the initial planning for the East Campus.

Because Poper and Jones and Armstrong were heavily involved in the development of Valley College, the Board thought it necessary to bring in additional architects to plan and develop the new campus. Dr. Sheffield and the Board searched at length among the presentations from many architects. One, be it known, responded from Hawaii. However, the choice fell upon architects near home. The Board selected the firm of Williams and Williams, John Porter Clark, from neighboring Palm Springs. They, with Poper and Jones and Jerome Armstrong, were organized into a working group called Valley College Architects' Collaborative. The selection of the new architects and the forming of Architects' Collaborative occurred in July, 1966.

Almost immediately the architects were involved in helping the District choose a site for the East Campus. After the Board officially accepted the gift of land from Lester and Ruben Finkelstein on November 22, 1966, particular assignments were given to the firm of Williams and Williams, John Porter Clark. Stewart Williams was put in charge of creating an overall design concept for the new College and of developing the masterplan for the entire campus. John Porter Clark was made responsible for developing what was called "the program" for the campus. The program would be an analysis of all the activities that were to be provided by the College and of the type and amount of space needed for the activities. It also would try to anticipate whatever spatial relationships were possible among the activities. The architects asserted that such a statement, the program, was the necessary first step in design and planning.

It fell upon Williams to visit the site many times as he tried to visualize the utilization of the land with the least amount of earth moving. As Clark and Williams worked out their parts of the preliminary concepts, the new College slowly took shape. Added to their labors were the rigid state requirements limiting space for classrooms, laboratories, and offices. These space limitations

dated by the state were perhaps the most severe limitations placed upon the architects. Finally, as all the necessities were put together, they found themselves ready to build a model of the campus.

This was the famous sugar-cube model set up in their offices in Palm Springs. They chose ordinary sugar cubes as building material because each could serve as a spatial module. Also, the cubes could be color-coded to represent different activities: one color for classrooms, another for laboratories, a third for offices. No actual design concepts were attempted, but particular buildings were set up in the model as if located on one of the ridges on the site. In all, it was an interesting beginning to the development of both the site and buildings on the campus.

Meanwhile, as Williams was walking over the slopes and ridges of the site, he began to develop a concept of design for the buildings. The land was, "natural," and susceptible to brush fires; and being in Southern California, it was also subject to earthquakes. He concluded that concrete would be the building material. And if the concrete was tinted the color of the earth, it would allow the buildings to sit naturally and comfortably within their environment — large outcroppings, as it were, and monuments of rock. Nor would the tinted concrete ever need painting and refinishing. He also saw that if the buildings were set upon narrow ridges of land, a likely necessity, they would not have to be walked under, not around, creating passages and vistas underneath the buildings.

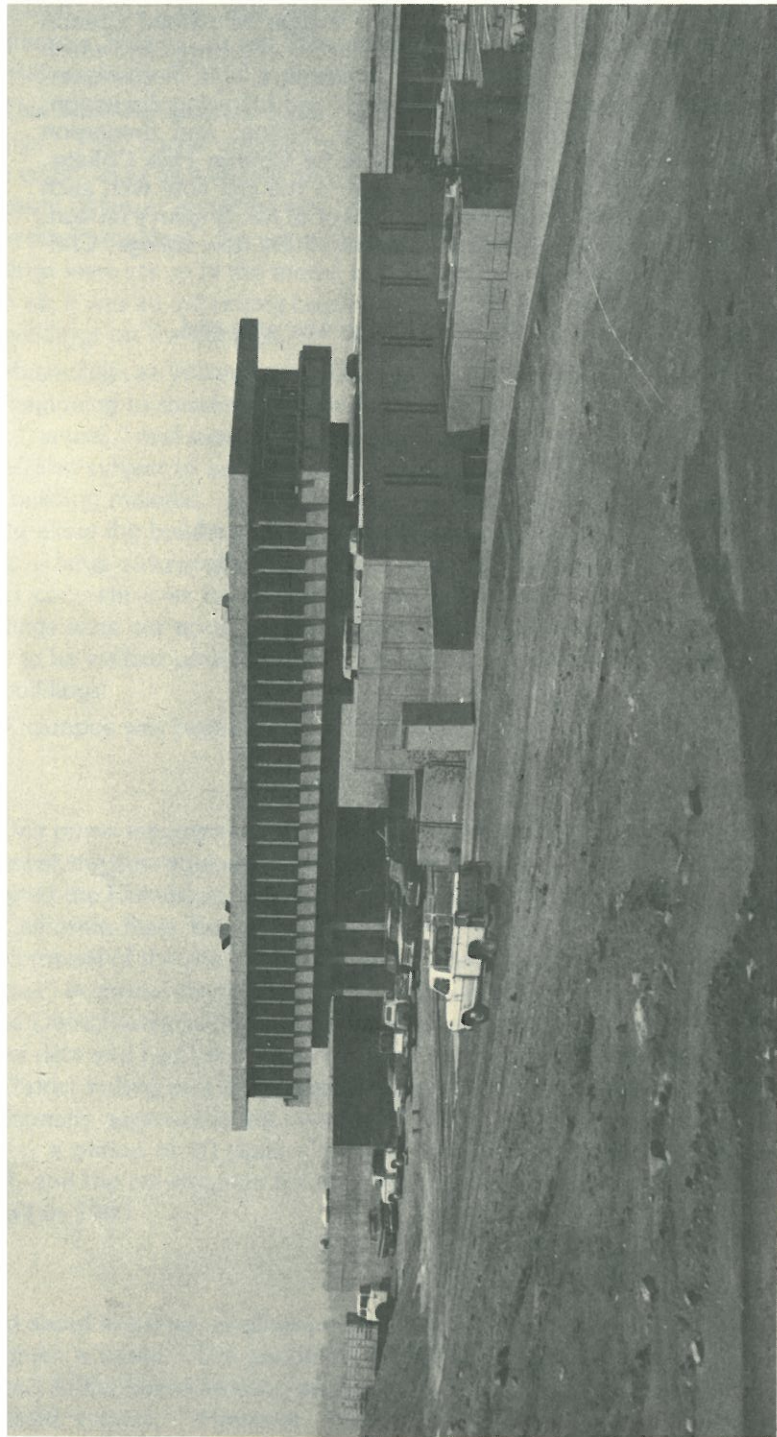
The campus was beginning to take shape.

One prime requirement, the need to pay for the campus, still had to be met. Satisfying this requirement was not long in coming. After the Board officially accepted the Finkelstein gift on November 22, 1966, it took 10 long months for the California State Board of Public Works to provide the funds for the initial development of the site. But already the Board had the means for building the campus. A special election was held on October 24, 1967, in which the citizens of the District were asked to approve a tax override. Because the District was in debt and had been for many years, the Board felt that it was desirable for the District to pay as it built. Apparently the taxpayers thought so, too. They overwhelmingly approved a tax override of twenty cents per \$100 assessed value for a period of 10 years. The first funds would be collected in the fall of 1968, and the construction for the East Campus, it was hoped, could begin in the fall of 1969.

At about this time, another important event occurred. The "East Campus" was given a name. The people in the District were asked to submit possible names. At the board meeting on April 12, 1968, Mr. McDaniel offered several suggested names. However, when the naming came, it came simply:

Mr. Snyder moved that the new college be named Crafton Junior College as a name most indicative of the area and which neither refers to Redlands nor to Yucaipa. Mr. Potter questioned the use of the word "junior," and following discussion, Mr. Snyder agreed to amend his motion, and thereupon moved that the new college name be Crafton Hills College. Mrs. Kennedy seconded, and after a roll call vote with each Board member present voting in favor of Mr. Snyder's motion, with none opposed, the Board named the new college, Crafton Hills College.

If a name makes for reality, the College was now real.



The Laboratory Administration Building with the Library in the background.

THE COLLEGE

The San Bernardino Valley Junior College District was embarking on a kind of project that it had never done before. It is one thing to run a single college, but quite another to operate more than one. Considerations and accommodations that had been meaningless were now taking on importance. To ease the entry of a second campus, the Board decided to invite an authority on multi-campus districts to Valley College. At the Board meeting on December 13, 1966, Mr. McDaniel, then acting-president of Valley College, introduced Dr. Arthur M. Jensen, Chief of the Junior College Division of the California State Department of Education. Dr. Jensen had written his doctoral dissertation on multi-campus junior colleges and was thus qualified to discuss the matter with the Board and personnel from Valley College.

He began by suggesting that two could live almost as cheaply as one. It appeared that it was cheaper to operate two colleges in one district than to operate two colleges in separate, single districts. There are two major conflicting philosophies on how multi-campus districts should be organized. One advocates full autonomy for each campus; the other, however, favors a strong central office with each campus operating as if it were a branch of a single institution. Students and faculties, it had been found, overwhelmingly favored setting up each campus as an individual college.

New problems arise because there are inevitable differences in teacher selection, in catalogue preparation, and in enrollment, accreditation, and record keeping. Communication is especially difficult unless there is a determined desire to keep everyone informed. The Board must see to it that long-range planning and major decisions are communicated to the faculty, the students, and the community. Each faculty should have its own senate, but there must also be a District senate to serve as a major line of communication. Every effort must be made, in short, to keep all sources of communication open.

The District must have a central office to provide the kinds of services common to both colleges. The superintendent should be seen as the representative of the Board, but it is important to understand that each president belongs to the faculty and staff of his institution.

Shortly thereafter, Dr. Jensen was invited to become the president of Valley College. He assumed that office in July, 1967.

The process of building a new college requires the patient taking of an infinite

er of steps. It seems at times as if nothing is being done. It often appears he whole operation has been forced to a reluctant stop because a major on is slow or even late in coming. However, though the surface appears or perhaps stagnant, there is always movement underneath, and the sary and numerous stages of development are truly being achieved. And as with Crafton Hills College. Slowly and patiently the many steps were . Most of them were invisible and of no interest to the public. But the time when accumulation of small steps created significant events, and these : evident the fact that Crafton Hills College was becoming an actuality.

uch events can be seen in official approvals and acceptances and authoriza- for site preparation and development. In August of 1969, one could see on the land as workmen began the preparation of building locations. It lusty and mundane work as great pieces of machinery began leveling the s and filling the hollows. Streets were surveyed and laid out. Mains for and sewers and lines for gas and electricity were surveyed and provided t was not the time to visualize the handsome buildings rising from the earth, was the time to do the grubby things that would make the buildings possi-

his work started in August. It paused long enough on October 2, 1969, for nal ground-breaking ceremony. It was a simple ceremony that did not at- vide attention, mainly because work had been going on for some time and ampus had already begun to take on some definition. Among those pre- vere Dr. Gordon C. Atkins, Provost; Mr. J. W. McDaniel, Superintendent e District; Mr. Edward F. Taylor, Board member from Redlands; Mr. ld W. Hunt, Board member from Yucaipa; and Mr. and Mrs. Lester lstein and Mr. and Mrs. Ruben Finkelstein, donors of the land. Mr. Taylor fr. Hunt broke the ground with a golden spade. Thus was the presence of on Hills College formally acknowledged.

rough the buildings were not yet apparent, they were coming to life in the s and on the drawing boards of the architects. The land could be oped only because the architects already knew where the buildings were to be built. Plans were shown to committees and were offered for ap- l to the Board of Trustees. Finally, after all details had been examined several points of view, final copies of the architectural plans were prepared. : were presented for the Board's examination, and on May 8, 1970, the ers gave their official approval. Nothing now remained but to complete eparation of the site and to authorize a general contractor to start building. vere asked for and received, and Steed Brothers Construction Company ambra submitted the lowest bid. The Board of Trustees accepted their bid nuary 8, 1971, and within a very few days Steed Brothers began working e construction of the buildings. Once started, the work went well. Unlike large-scale projects, there were singularly few delays created by rain or so- acts of God. So smoothly did the work go, in fact, that the buildings were leted and ready for occupancy in the summer of 1972, handily before the ine.

THE PEOPLE

Dr. Gordon C. Atkins was appointed as the first Provost of Crafton Hills Col- lege on July 1, 1969. He was no stranger to San Bernardino Valley College nor to the district. Dr. Atkins came to Valley College in the Fall of 1946 where he spent many years teaching philosophy. For a short time he worked in the California State Department of Education as liaison with the junior colleges. He later joined the faculty of the University of Redlands, his alma mater. From there he accepted the appointment as Provost of the new college.

He immediately plunged into the task of creating Crafton Hills. On July 18, 1969, while speaking before the Board of Trustees, he said that "the first step I am planning is to contact leading businessmen, citizens, and organizations in the Yucaipa and Redlands area to tell them about the college and its plans, a 'sidewalk' approach to gain acquaintance with both communities." He also said that already 14 extension courses for the Fall Semester had been organized for Redlands and Yucaipa in both adult and transfer courses. He also hoped to erect two signs on the site to show the public where the College was to be built.

Onè year later, on June 5, 1970, Dr. Atkins was able to present to the Board a series of decisions and plans affecting the development of Crafton Hills Col- lege. He expected the College to open in September, 1972, with a certificated staff of 35, able to accommodate as many as 1,000 full-time students. The Col- lege would initiate a comprehensive educational program, stressing the offering of interdisciplinary studies wherever possible. He blieved that it was important for each administrator to teach at least one course as a means of preserving an academic point of view and of maintaining a current understanding of students and their educational needs. He also saw the faculty-administration relation- ships being reinforced and strengthened by the shared responsibility of teaching.

Dr. Atkins further stated that he had been working closely with a Planning Committee in discussions of curriculum and of plans for the college. The Com- mittee had been in operaton for some time. A number of the faculty of Valley College had been brought together as a planning group for the new campus. It was expected that the members of the committee would go to the new college as part of the faculty to help establish the curriculum and educational program. As time went by, some members, believing that they could best serve by remaining at Valley College, resigned from the group. The Committee thus underwent a process of reorganization until it was established as an advisory group of four members who continued to serve and ultimately went to Crafton Hills College as

bers of the faculty. They were Mr. Dean Stewart, Chemistry; Mr. Robert raith, Biology; Mr. William Hoyt, Physical Education; and Mr. Harold tt, English and Humanities.

Dr. Atkins and the Committee worked closely together developing minary plans for the general college program and for the curriculum. In ad- r, they worked with the architect, Stewart Williams, to help define the ational and curricular demands that could be resolved by the actual struc- of the buildings. Dr. Atkins resigned as Provost on June 30, 1971, to ne other duties at the University of Redlands. After a careful search, Mr. r Davidoff was appointed President of Crafton Hills on August 1, 1971. Davidoff had capably served as President of Compton College for a number ars and resigned only when he became convinced that Compton's needs l be best satisfied by a black president. Mr. Davidoff returned to the room at Compton to teach English. He remained in that position until d to Crafton Hills.

THE CLUSTER COLLEGE

The change of name of the chief administrator from "Provost" to "President" reflected an important shift of attitude toward the original planning of the basic organization of Crafton Hills. When it became clear that the District would have to build a second campus, many questions arose regarding the nature of the new college. The thinking was, from the outset, innovative. Spurred by Mr. J. W. McDaniel, who initiated many of the ideas, inquiries were made into the possibility of organizing the College into a group of "schools," each of which would be at least semi-autonomous. This sort of organization was called, for convenience, a "Cluster College." And from the outset, Crafton Hills was thought of, planned, and organized as a cluster college.

Basically, the idea was simple. Crafton Hills was to be made up originally of four increments, or schools, each possessing its own complement of faculty and administrators, led by a provost. Each would have its own classrooms and educational program. In addition, each would be just large enough to accomodate 1,000 students. Central to the College and used by all four increments would be science laboratories, a library, a large lecture hall, and administrative facilities for the whole college. The chief administrative officer for Crafton Hills would be a president. It was suggested, though the idea was never fully developed, that the office should be rotated among the provosts, each serving a term of perhaps three years.

The Board of Trustees liked the idea of the cluster college. However, the physical nature of the site led one member, Mr. Joseph Snyder, to wonder at the board meeting of May 10, 1968, whether four increments could be conveniently situated on the campus. He said that according to the Preliminary Site Plan the fourth increment "appears to be approximately two blocks away from the main group of buildings and thus defeats the purpose of a cluster college." Eventually the plan was changed to include only three increments. The first, to be built immediately, would remain unchanged as planned to accommodate 1,000 students. The other two, when built, would be enlarged to take care of 1,500 students each. The change to three clusters was really a good idea if one looked at the geography of the site. The land was prepared to make the crests of three ridges the major areas of construction. These ridges join to make a rough "Y," approximately where the library now stands. The first increment, now built, was to occupy one ridge, and the central college buildings were to be located at or near the junction of the "Y." A look at the campus will show the first buildings to be in these locations. The second increment was to be built

the ridge just to the south of the present buildings. This ridge joins the first at the library. The third increment was to be built on the land running up the to the east of the complex of structures housing business, art, administrative, and science laboratories. The increments were to be identical in sizes and types of buildings, with the exception that the second and third were to have classroom buildings instead of the original two. Each was to have its own tower and faculty offices and student center, and, of course, it was to have its own provost and administrative personnel. But the second and third increments have never been built and never will be.

It was a very good idea, and it was unique among community colleges. Because each cluster's student body would be small, this promised a closer and more personal relationship between the faculty and students. It offered the chance for an academic atmosphere almost impossible to achieve on larger campuses that become depersonalized because of the sheer weight of numbers. When the Board approved the Preliminary Site Plan at its meeting May 10, 1968, McDaniel, then Superintendent of the District, said that the approval "was a significant occasion":

The Board's approval of such a unique design for a physical plant for a community college is certain to result in a college campus of beauty and function; . . . this Board's support of the educational program is aimed at correcting some of the shortcomings which are showing up in modern colleges. Crafton Hills College will try to offset some of the depersonalization of mass education by intensifying the relationships of student to student, student to teacher, and teacher to teacher . . . This new college will try to offset some of the apparent irrelevances to human life of much college study by close involvement of students and teachers in joint study of such great issues as war, poverty, world population, religion, and responsibilities of freedom, and other issues that beset modern man . . . The new college will try to offset some of the apathy, cynicism, and escapism of urban society by planned participation of faculty and students in the life of the Community.

as a great idea, far in advance of the typically conventional and routine ideas that prevailed during the development of the new college.

But the cluster concept died. It was never to be, even though buildings were actually put up as if it were in force. It is true that such good ideas contain their own momentum and come to a halt slowly, but it is also true that any new ideas and unique adventures create new and unique problems and questions that must be solved and answered, often the hard way. And such situations arouse jealousy among those who are directly responsible for the success or failure of projects.

The major reason, however, for the death of the concept rose from fears that a cluster college would be costly for the District to operate. Crafton Hills, the one that was said, was to be built by increments, not one building at a time as is usual on

most campuses. It was not seen how the District could readily acquire the large sum of money needed to build as a unit an entire increment. Then, even if all the clusters had been built, the cost of maintenance and personnel needed to operate the college would no doubt have been prohibitive.

So all that remains of Crafton Hills' cluster is a small row of buildings on a ridge, a reminder of an exciting educational idea.

Thus the reason why a provost became a president.



Classroom Building with Clock Tower in Background.

CURRICULUM

As the buildings of Crafton Hills had been structured according to the concept of the cluster college, so also the plans for the educational program conformed to this pattern. From the outset it was determined that the second campus should not be a mere duplicate of San Bernardino Valley College. Already the District had a large comprehensive college in Valley, with well-established programs in vocational training and pre-professional specializations and with well-developed facilities for athletics and large group activities. If the district should permit open choice of colleges, students wanting the activities offered by Valley would be able to go there. The second campus would then be free of costly duplication of activities and educational programs.

The first increment of the new College, freed of the need to provide expensive specialized equipment, should put its emphasis on general or liberal-arts education and on business education. An educational program of a general nature should provide first-year courses for most Valley College specialized curriculums and second-year courses for majors requiring less specialized facilities. The program should also emphasize interdisciplinary courses whenever possible. Perhaps basic core courses should likewise be developed.

Thus the early thinking. The idea of the small cluster was showing its influence. The main intent was to establish a close involvement between faculty, teaching and non-teaching, and the students. Here was the opportunity, as Mr. McDaniel had said, to intensify "the relationships of student to student, student to teacher, and teacher to teacher." The first increment was to be small: 1,000 students and 35 faculty and sufficient clerical and other classified help to allow for a smooth development. Because there would be no strangers on such a campus, it would be simpler to establish close personal relationships and to promote better understanding.

Students would also find more opportunities for establishing common activities that would reinforce the whole college program. Closer relationships among students would encourage the development of activities that might be carried over into the community and into the later life of the students. They would have a better chance of becoming interested in civic affairs and public service, and some might become involved in political activity. In such an environment, offerings in physical education would tend to emphasize sports activities that all individuals could participate in as their interests directed, not only in college but also during the rest of their lives — such activities as tennis, skiing, swimming, golf.

These same students would also find themselves dwelling in the kind of surroundings that make it easy to establish close personal relationships between student and teacher. If both realized that easy communication was possible between them, the learning process would be greatly enhanced. Small classes could help the teacher know his students as well as allow students an easier access to the teacher. Always to be emphasized would be the effort to create a flow and a counter-flow of idea and response through open channels of communication.

In like fashion efforts were made to establish wide areas of understanding among the faculty. For starters, the term "faculty" should possess an old meaning: the inclusion of both teaching and non-teaching staff. An undivided staff, small in numbers, helps to discourage the forming of factions and does much to eliminate the formulation of private decisions and the unilateral forming of policy. To help draw the teaching staff more closely together in understanding, no separation of teachers into departments or divisions was envisioned. Ideas find it hard to cross such barriers, even in a small college. A closer bond could also be established among teachers through the development of courses in interdisciplinary studies. As studies themselves become less compartmentalized, so also perhaps the thinking of teachers.

The Planning Committee and the Provost, later the President, strove to implement these concepts. Even though the grand scheme of the cluster college had to be abandoned, the first increment did momentarily survive, with as much of the vision as possible remaining in the curriculum and in the organization on that opening day in September, 1972.

ORGANIZATION

From the start the plan of organization was intended to minimize organization. Not only should the number of Indian chiefs be held down, but also the number of those who may be called vice-chiefs, assistant-chiefs, semi-chiefs, and sub-chiefs. A "Summary of Educational Plans for the First Increment of the New College" (included in the Board minutes of April 12, 1968) makes a brief statement about the number of "administrators" (non-teaching faculty):

Minimal administrative staff for college with 1,000 students:
One Dean of Faculty (or some such title)
Two Counselors (1 man, 1 woman)
One responsible for registration, advising, records, etc.
One responsible for student activities.
Clerks as needed.

It is doubtful that any college, however small, could operate under such Spartan conditions, but this statement does make clear the type of thinking that was going on.

In his first annual report to the Board of Trustees on June 5, 1970, Provost Gordon Atkins projected his plans for satisfying the administrative needs for the first increment of Crafton Hills. They are interesting and much in line with the earlier statement. There would be, first of all, a provost, who would teach 1/5 time, and an assistant-provost, who would teach 2/5 time. Then there would be a dean of students teaching 1/5 time, a dean of women teaching 2/5 time, and a director of extended day teaching 3/5 time. In addition the college would need a full-time librarian and a full-time recorder. The question of whether those with administrative duties should also teach has always been controversial, and it is not likely that any latter-day experiments have resolved the question. But in any case, it is true that Crafton Hills College opened with a non-teaching staff that could be viewed as minimal: a president, an assistant to the president, a counselor, a director of extended day and summer session, a librarian, and a recorder, none of whom taught any classes.

Another statement in the "Summary of Educational Plans" said: "Faculty-administration organization pattern to stress decision by total cooperating group, possibly including such features as avoidance of adversary groups, **all** professional staff members of faculty senate, etc." Later on, in his first annual report to the Board of Trustees in 1970, Dr. Atkins said that "in terms of faculty organization, Crafton Hills College will be organized without departments or divisions,

and the faculty and administration will function as a collegium, or as a committee of the whole."

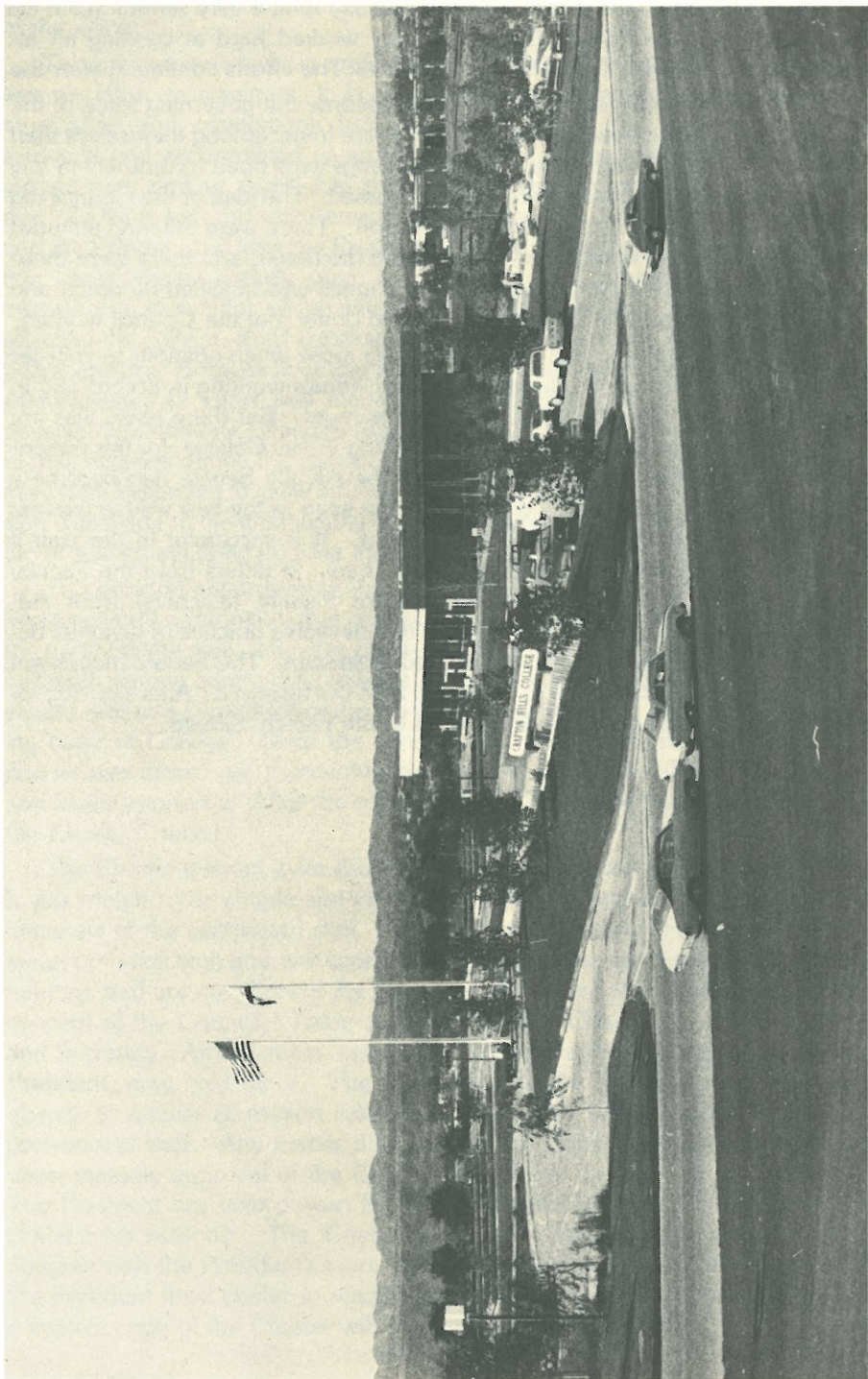
This idea became basic in organizing the professional staff of the College. It was an effort to eliminate, if at all possible, those barriers preventing communication and cooperation between administration and faculty. Enough evidence had accumulated to show that within community colleges the two groups were drifting apart, that confrontation was becoming the order of the day. To try to turn this trend away from Crafton Hills, the Planning Committee and the Provost, and later the President, worked at building a plan for organization based almost entirely upon cooperation. The professional staff would operate as a committee of the whole and would, in session, resolve all matters affecting the college, from registration to final examinations, from personnel to policy-making. Because an understanding of terminology is basic to friction-free performance, an effort was made to use language free of bias and built-in adverse connotations. Faculty senates had become widespread among community colleges during the previous 10 years, but in spite of their initial benefit, they were beginning to grow into just other campus power structures. The decision was made to have no faculty senate at Crafton Hills. Instead, the Committee of the Whole grew into the Faculty Council.

This decision entailed more than just a change of name. Everyone knew of Shakespeare's admonition that changing the name of the rose does not change the nature of the rose. The idea of the Faculty Council was unique, the planners believed, among community colleges. It was not to operate strictly as a faculty senate, nor as a committee of the whole. It was, in fact, to become the governing body of College. Once the concept was clear in the planners' minds, a charter was drawn up, thoroughly discussed by the Committee of the Whole, and finally approved. After the college opened, it became the working paper of the Faculty Council.

The Charter is short, even shorter than the Constitution of the United States. It was meant to be simple and clear, and it stresses unified action among the members of the certificated staff. To begin with, the term "Faculty" is used to mean both teaching and non-teaching members of the certificated staff, and all full-time staff are members of the Council. All matters of college policy are the concern of the Council. There are three officers: Chairman, Vice-Chairman, and Secretary. Any member, except the President of the College or the Acting President, may hold office. The Chairman and the President must meet frequently to discuss all matters relating to the welfare of the College and of the professional staff. Any matter discussed by the Council will become effective upon majority approval of the Council and official approval of the President. The President has veto power, but if he exercises his veto, he must give the Council his reasons. The Council may, by a three-fourths majority vote, disagree with the President's veto. If an override does occur, the Council and the President must confer to reach a compromise or other understanding. (A complete copy of the Charter will be found in the Appendix.)

The planners and the original group of faculty took a very serious stand on the Charter and the Faculty Council. They worked hard at creating an atmosphere in which the Council could flourish. The efforts continued after the College opened, and the Council did truly become the governing force of the College. Faculty members probably talked more freely among themselves than is usual on most campuses, and Council meetings were open forums where any problems and any proposals were freely discussed. The idea of the Council did seem to work. It was not, of course perfection. There were differing attitudes and preferences and opinions to be aired and discussed, and there were those whose enthusiasm for the principle of the Council was qualified by doubt and skepticism. But from the outset there was no doubt that the Council worked.

For a time it worked. But the Council idea arose when opinions in colleges were changing. Its success depended on individuals working in accord and in cooperation, even though not always in agreement. But there really was not much sympathy among other colleges, including Valley College, for this notion. By the time Crafton Hills College opened, the Faculty Senate had become a firmly established part of every college and was seen as the best way to express the role of the faculty in college government. It is successful in the way it enhances and reinforces the position of teachers. It differs from the Faculty Council in that it stresses the separation of Faculty (teachers) from Administrators (non-teachers) and embraces the inevitable practice of dialogue between the two groups by confrontation and arbitration. The Senate movement was too great for Crafton Hills to be able to hold out against it. After resisting for a few years, the Faculty Council changed to the Faculty Senate.



THE OPENING

By the middle of the summer of 1972 the buildings of Crafton Hills College were completed and ready for occupancy. Construction had progressed with amazing smoothness, and everything was finished before the scheduled deadline. Ruben and Lester Finkelstein had given the District 163 acres on which to build; but by the time the College was ready to open, the gift of land had grown to 523 acres. The College was by that time a cluster of buildings already beautifully settled into a large expanse of rolling hills. The areas around the buildings and the golf course were slowly turning green as they were planted with trees and shrubs and grass. But bare and dusty as the campus was on opening day, with stripling trees and tiny shrubs looking sparse and scattered, there was a show of beauty that forced one to stop and look around. Everything seemed to fit. The signs were right.

By the middle of the summer the staff, both certificated and classified, had been appointed and were working in two mobile-home units that had been set up earlier on the site. Thirty-five teachers had received assignments and were working on courses and curriculum. The work had been going on for some time, and the summer was devoted to ensuring that all aspects of the educational plan were completed.

During the summer, in anticipation of opening day, the new faculty organized itself into the Faculty Council and elected its first group of officers. Its chairman was Mr. Jack Harwell, Sociology; its vice-chairman was Mr. James Bisi, counselor; and its secretary was Mrs. Josephine Broholm, English. Their first task was to see that the Faculty Council was in operating form by the opening of the college.

On August 23, 1972, the Redlands *Daily Facts* and the Yucaipa and Calimesa *News-Mirror* published special editions of their newspapers in celebration of the opening of Crafton Hills. On Saturday, August 26, the District held an open house and invited the public to visit the new facilities.

The stage was set. Students had been enrolling during the summer and into the early days of September. The staff had moved into the several buildings, and the innumerable items of furniture and supplies had all found their proper places. Only one thing remained, and at the right time it happened. On September 11, 1972, the 96th community college in California opened its doors to its first group of students.

Crafton Hills College was at last charged with life.

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APPENDIX I

FIRST STAFF

Gordon C. Atkins	Provost
Foster Davidoff	President

PLANNING COMMITTEE

Robert T. Galbraith	Biology
William H. Hoyt	Physical Education
Harold B. Pigott	English and Humanities
V. Dean Stewart	Chemistry

FACULTY

Joseph T. Allen, Jr.	Anthropology, Geology
H. Duane Anderson	French
Olen G. Baggett, Jr.	Physical Education
James G. Bisi	Counseling
Doris E. Boardman	Library
Richard Booth	English, Linguistics
Josephine E. Broholm	Speech
Clifford D. Cabanilla	Speech, Theater Arts
Marian T. Carter	Reading
Foster Davidoff	President
Robert T. Galbraith	Biology, Oceanography
Virginia M. Gaustad	Secretarial
Raymond Gonzalez	Foreign Language
Jack L. Harwell	Sociology
William H. Hoyt	Physical Education
Linda P. Jong	Mathematics
Andrea L. Kuns	Psychology
Clarence D. Lambert	Chemistry
Harold B. Piggott	English
Hillard C. Rest	Sociology
Lansford J. Rice	Automotive
Tom Scott	Recreation
Tirso G. Serrano	Dean of Evening, Summer, and Vocational Education
Norman D. Smith	Music
V. Dean Stewart	Chemistry
Lonnie H. Stone	Biology
Laurens K. Thurman	Physics
Don A. Yowell	Assistant to the President

First Staff Continued

CLASSIFIED STAFF

Marion Conley	Secretary to the Assistant to the President
Glenn Dahl	Groundsman
James DeRosa	Custodian
James Eskue	Maintenance
Karen Fava	Secretary, Community Ser- vices & Public Relations
Karen Feary	Teaching Aids Clerk
James Garcia	Receiving Stock Clerk
Susan Gott	Secretary, Library
Terry Hall	Security
Jane Harper	Secretary to the President
Wilfred Heldstab	Groundsman
Sarah Henderson	Food Service Worker
Gladys Krup	Secretary, Evening College
Catherine Krzminski	Admissions Clerk
Elsie Learmonth	Library Clerk
James Martin	Food Service Manager
Leroy Mason	Custodian
Tony Murphy	Custodian
Suzanne Rebecchini-Garcia	Food Service Worker
Mary Lou Rettig	Clerk-Typist
James Robinson	Superintendent of Grounds
Frances Rose	College Recorder
Yvonne Thomas	Account Clerk
Andy Turelli	Custodian

APPENDIX II

CHARTER OF THE FACULTY COUNCIL

NAME

The policy-making body of Crafton Hills College shall be The Faculty Council, hereinafter to be called "the council."

MEMBERSHIP

1. All certificated full-time members of the staff of Crafton Hills College shall be members of the Council.
2. The term "Faculty" shall be taken to mean both the teaching members and the non-teaching members of the certificated staff.

FUNCTION

1. All matters of Policy shall be the concern of the Council.
2. Whenever the occasion requires, the Council shall act as the Academic Senate.

OFFICERS

1. The Council shall annually elect a Chairman, a Vice Chairman, and a Recording Secretary.
2. All members of the Council except the President of the College or the Acting President are eligible to hold office.
3. Any officer may be reelected.

DUTIES OF OFFICERS

1. The Chairman.
 - a. The Chairman shall preside at the meetings of the Council.
 - b. He shall work with the President in preparing the agenda for the Council meetings.
 - c. He shall maintain a close relationship with the President through meetings and discussions, the frequency of which shall be determined by need.
2. The Vice Chairman.
 - a. The Vice Chairman shall preside at meetings of the Council in the absence of the Chairman.
 - b. He shall be responsible for the performance of and supervise the activity of all temporary committees.
3. The Recording Secretary.
 - a. The Recording Secretary shall keep the minutes of Council meetings.
 - b. He shall maintain a repository for the minutes of all standing and temporary committee.

COMMITTEES

1. The Executive Committee of the Council shall include the Chairman, the Vice Chairman, the Recording Secretary, the Chairmen of the Standing Committees, and the Coun-

- cil Chairman of the preceding year.
- 2 . Standing Committees shall be created by the Council as the need arises. The chairmen of these committees shall be appointed jointly by the Council Chairman and the President with the majority approval of the Council. The membership shall be appointed as the Council wishes.
 - 3 . All temporary committees shall be created as the need arises. Chairmanship, membership, and limitation of duties shall be designated by the Council Chairman with the majority approval of the Council.

OPERATION

- 1 . The Council shall meet at regular intervals at a frequency deemed by the Council to be necessary to conduct the business of Crafton Hills College.
- 2 . Any matters before the Council shall become effective upon majority approval of the Council and official approval of the President of the College.
- 3 . The President shall have veto power. If he exercises his veto, he shall give the Council the reasons for his action.
- 4 . Should the Council by a three-fourths majority vote disagree with the President's veto, the Council, or its delegates, and the President shall confer to reach a compromise or other understanding.

PARLIAMENTARY CONDUCT

Council meetings shall be conducted according to *Robert's Rules of Order*.

BYLAWS

- 1 . Election of Officers.
 - a . The first election of officers shall be undertaken as soon as possible after this Charter is approved by the Committee of the Whole. A temporary Chairman shall be elected to conduct a formal election meeting.
 - b . Thereafter, elections shall be held before May 15 each year.
- 2 . Term of Office.

The term of office for the officers shall be one year, starting the day after Commencement and terminating the day of the next Commencement.
- 3 . The Council shall meet at least once a month during the regular academic year.
- 4 . Additional meetings may be called by the Council Chairman, the President of the College, or by ten percent of the membership.
- 5 .
 - a . The student association shall have the right to ask for a place on the agenda of any meeting of the Council.
 - b . Any subject of concern to the students may be the source of the request.
 - c . Student representatives shall be invited to share in the Council discussion of the meetings.
- 6 . Part-time members of the staff may attend meetings of the Council and discuss issues, but shall not vote.